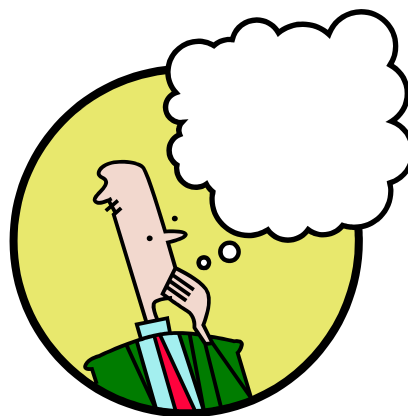


# Working Memory

- Teaching needs to be explicit and direct. It is very likely that the student with working memory difficulties will not always remember a series of verbal instructions. It may be necessary to prompt him/her through each stage of a process to provide him/her with a structured framework.
- Keep activities brief or structure longer tasks into short blocks, providing a clear beginning and end, and suggest times and expectations for completion.
- Develop and stick to a daily classroom routine.
- Present one activity or idea at a time.
- Encourage the student to seek assistance when unsure of steps to take.
- When giving instructions, obtain the student's attention first by calling his/her name and making eye contact.
- Keep instructions brief or break them down. Provide the student with visual cues or a written copy.
- Reinforce instructions with written cues, instructions, or checklists on the board.
- Minimise potential distractions – sit the student at the front of the class and away from windows and doors. Keep his/her desk free of unnecessary material.
- Schedule important and demanding activities early in the day or after an extended break.
- Ask the student to repeat instructions or summarise major points soon after presentation. Also encourage him/her to request clarification when needed.
- Provide direct prompts/signals to get back to task and positively reinforce on-task behaviour.
- Use cue words (e.g. "listen", "look") or nonverbal cues (e.g. eye contact, tap on shoulder) to alert him to pay attention.



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